

Council on Postsecondary Education
July 30, 2001

**Final Program Productivity Report
for Universities**

Action: The staff recommends that the council accept the final university reports of the first biennial productivity review.

The universities have completed the program productivity reviews directed by the council in November 1999.

Of the 1,164 programs slated for review, 564 were identified as low productivity programs. Of these, the universities plan to close 25 percent (143), to significantly change 29 percent (161), and to retain 45 percent (254). For retained programs, the universities provided strategies for improving productivity or strong justification for current levels of degree production. Programs being altered will undergo significant program structure or content changes. The attached chart (Attachment 1) shows the number of programs each university plans to close, alter, and retain.

In July 2000, the council requested that statewide groups be formed in teacher education, foreign languages, and visual and performing arts. These are discipline areas with large numbers of low degree-producing programs.

The work in teacher education has been very productive. Thirty-five low productivity teacher education programs were closed. In addition, the chief academic officers of Kentucky's public postsecondary institutions worked with their counterparts at independent colleges, education and arts and sciences deans, the Education Professional Standards Board representatives, and the Kentucky Department of Education to establish goals, strategies, and performance indicators for teacher education programs in Kentucky. These are included in Attachment 2 (the statewide teacher education agenda that was endorsed by the chief academic officers of Kentucky's public and independent postsecondary institutions). Much has been accomplished, but much remains to be done. The teacher education group met June 25 to identify the specific actions needed to achieve the objectives defined in the teacher education agenda. Teams of faculty from across the universities will meet in early fall 2001 to begin this work.

In the visual and performing arts, institutions have plans to close 15 of the 77 low productivity programs. For the 62 programs to be retained, the statewide group produced a report outlining the importance of these programs to the institutions, communities, and to Kentucky but has yet to recommend ways to offer the programs more efficiently, attract more students to them, or increase the number of graduates from them. The next cycle of program productivity reviews will address this issue.

The foreign language group also produced an inventory of current programs and their contributions. While institutions closed six programs, explicit recommendations for the remaining programs have not been developed. The alterations to the pre-college curriculum in 2004 will require much greater access to foreign language instruction for Kentucky high school students. That means more secondary foreign language teachers and more opportunities for dual credit for high school students. At the same time, college students must be prepared for life and work. Today's Kentucky communities and work environments are more diverse, and businesses are more global. There should be more programs that deliver Spanish—and Japanese, Chinese, and Portuguese—to Kentuckians already in the workforce at times and in ways that meet their economic and personal needs. These issues will be addressed in the next cycle of program productivity reviews for foreign language programs.

This report completes the first phase of the academic program productivity review process. Next steps include consultation with the institutions and campus visits to assess program approval processes, and a second cycle of identifying low-productivity programs for review by the institutions.

The academic program productivity review process, developed as part of deregulation and council initiatives, is described in November 8, 1999, July 17, 2000, and February 5, 2001, agenda items.

**University Institution Program Productivity Report
June 2001**

University	Total Number of Programs	Low-Productivity Programs	Low-Productivity Program Decisions							
			Program Closures		Programs Altered		Programs Retained		Programs Continuing Under Review	
EKU	149	77	14	18%	5	6%	51	66%	7	9%
KSU	37	30	12	40%	5	17%	13	43%	0	
MoSU	97	46	10	22%	17	37%	19	41%	0	
MuSU	140	81	22 *	27%	13	16%	47	58%	0	
NKU	77	30	7	23%	5	17%	18	60%	0	
UK	289	126	13	10%	39	31%	74	59%	0	
UofL	215	96	37	39%	51	53%	8	8%	0	
WKU	160	78	28	36%	26	33%	24	31%	0	
Total	1,164	564	143	25%	161	29%	254	45%	7	1%

* Additional program deactivated

Teacher Education Agenda

One of the highest priorities for Kentucky is ensuring high quality teaching in Kentucky schools. The quality of teaching is directly related to the quality of student learning. Additional attention and support must be given to teacher preparation programs throughout the state. The Education Professional Standards Board has developed rigorous performance-based standards for teacher preparation programs. The Teacher Education Agenda is a set of broad objectives to which all of the chief academic officers of Kentucky's public and independent postsecondary institutions are committed, in order to ensure that Kentucky's teacher education programs meet and exceed the EPSB standards.

Working collaboratively with the EPSB and the Kentucky Department of Education, the chief academic officers will establish implementation teams including deans and chairs of arts and sciences and education, faculty, and P-12 representatives to develop specific programs that will achieve the goals outlined in this Agenda. Two meetings of these groups already have occurred. Plans to improve teacher education are being shared. A coordinated statewide approach to accomplishing these objectives is being developed using Action Agenda Trust Funds from the council, institutional resources, and support provided by the KDE.

The Goals of the Teacher Education Agenda

- Encourage talented people to enter the teaching profession through both alternative and traditional routes.
- Improve existing and prospective teachers' professional knowledge in content and pedagogy.
- Promote professional development in pre-service and in-service programs that enhance teachers' use of academic skills in the workplace.
- Ensure involvement of the entire university community in teacher education.
- Improve performance and learning results for P-12 students.
- Support collaboration between the P-12 and postsecondary education communities.

Objectives

Objective 1

More teachers will be recruited and retained in the teaching profession.

We will work inside our universities and colleges and with state government to develop incentive programs to encourage our best students to enter the teaching profession, especially in teacher shortage areas. Programs could include tuition incentives, loan forgiveness, and special recruitment and recognition programs for teacher education students. We also will work with the EPSB to develop alternative certification routes that attract and prepare good teachers from all walks of life.

We will support efforts to raise teacher salaries and make them more merit and market driven. Teachers in shortage areas, those willing to teach in difficult situations, and those who demonstrate excellence should be rewarded.

We pledge to give the highest priority within our institutions to teacher education programs in teacher shortage areas. We will enhance programs that support our teacher education graduates in the classroom, especially during the first five years of their teaching career.

Our success in meeting this objective will be measured by a significant reduction in teacher shortages, in the number of emergency certified teachers in the classroom, and in the number of teachers leaving the profession during the first five years of service.

Objective 2

P-12 teachers will have extensive content knowledge of the subjects they teach as well as knowledge of pedagogy and technology.

We will provide high quality teacher education programs that address the needs of the P-12 system. We will work closely with the EPSB in its development of a state report card for teacher education programs to accomplish this task. Our faculty and program development efforts will focus on creating partnerships between arts and sciences and education faculty to ensure the content knowledge of teachers. We also will strengthen partnerships with schools to promote new teachers' success in making the transition to the classroom. Professional development programs for current teachers will be aligned with P-12 standards to help teachers prepare students for postsecondary success.

Objective 3

P-16 educational institutions' curriculum and standards will be aligned.

We know that for teachers and their students to succeed we must have clear and consistent learning goals across all educational levels. We will take leadership in developing local P-16 councils in Kentucky to help align exit and entrance standards. Our first goal will be to ensure that high school standards are directly linked to college admissions standards. Special attention will be given to curriculum reforms that support transition from two- to four-year postsecondary institutions for students pursuing teaching careers.

Objective 4

Teachers will be better prepared to help all students meet P-12 academic standards.

We are committed to developing teachers who can effectively teach students from all backgrounds and with different learning styles. Special emphasis will be given to programs that enable teachers to develop student reading skills and meet the needs of minority students. We will measure our success by improvement in P-12 student learning, including bringing all students to proficiency levels in reading by third grade and eliminating the achievement gap between poor and minority students and their peers.

Council of Chief Academic Officers' Teacher Education Agenda Group Composition

To implement, involve the following groups:

- Teacher Education Leadership Team; chief academic officers of the eight public universities, KCTCS, two chief academic officers from the independent colleges, the vice president for

academic affairs of the Council on Postsecondary Education, and the chief academic officer of the Kentucky Virtual University.

- Teacher Education Steering Committee: a subcommittee of the Leadership Team to ensure the continued presence of teacher education initiatives on the agenda of the public and independent chief academic officers (three public and one independent representatives).
- Implementation Teams: groups of arts and sciences and education deans and chairs and college and P-12 faculty who will develop specific programs to address agenda objectives.
- Teacher Education Agenda Statewide Group: representatives from the Education Professional Standards Board, Kentucky Department of Education, and the Teacher Education Leadership and Implementation Teams who will ensure a coordinated statewide teacher education effort.

Implementation Plan

1. Identification of priority issues to be addressed.
2. Appointment of implementation teams to develop specific plans of action and accountability measures for each of the objectives.
3. Creation of local and regional P-16 councils consistent with state P-16 council guidelines.
4. Identification and coordination of resources to sustain the teacher education agenda, such as funds from:
 - Action Agenda Trust Funds
 - Faculty development programs
 - Programs of Distinction and Research Challenge Trust Funds
 - Local P-16 council initiatives
 - KDE teacher quality programs
 - EPSB programs
 - Institutional funds through reallocations
 - Other government agencies and foundations

Conclusion

These are broad objectives. Our ultimate success will be determined by the outcomes of the specific programs that we develop. However, we believe that the public commitment of the chief academic officers to teacher education as a priority at each of our institutions and to the agenda outlined here is a significant first step. We look forward to working with the Kentucky Board of Education, the Council on Postsecondary Education, the EPSB, and other interested groups to further develop and implement this agenda.

March, 2001